

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and modern aesthetic.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Nightingale
Number of pupils in academy	406 (Jan 21 census) 420 (October 21 census)
Proportion (%) of pupil premium eligible pupils	49.26% (Jan 21 Census) 50.71 (Oct 21 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	November 21
Date on which it will be reviewed	Termly AGC meetings
Statement authorised by	Academy Governing Council (AGC)
Pupil premium lead	Jack Sowter
Governor / Trustee lead	Angie Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,450
Recovery premium funding allocation this academic year	£21,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£303,915

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Co-op Academy Nightingale is rich and diverse. Our pupils provide language, culture and experiences from around the world that creates our school setting - unique, diverse and vibrant. We are determined that all our pupils will receive a curriculum that is ambitious and reflects individual contexts. Our school will provide the opportunity to develop a sense of belonging: To our school, Leeds, Yorkshire and the United Kingdom. We are proud of our location in Harehills, Leeds and want our pupils to feel pride in who they are, what they are and who they represent irrespective of the barriers and challenges of socio-economic local circumstance. The local area is identified as one of high deprivation as highlighted in the map below which displays the “Lower Super Output Areas” (LSOAs) which surround the school.



The area within which Co-op Academy Nightingale sits was ranked 474 out of 32,844 in England where 1 is the most deprived neighbourhood in the country. Statistically this puts the location of our school and surrounding area amongst the top 10% most deprived areas of the country. (Ministry of Housing, communities and local government, [The English Indices of deprivation 2019](#)) In addition the area within which Co-op Academy Nightingale sits is the lowest area in England for uptake of Covid-19 vaccinations. As of [September 23rd 2021](#) only 28.1% of the population in the area had taken 2 doses of vaccine and 36.8% had taken one dose in the adult population of 16 and above.

With this context in mind half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. Curriculum development work is also a key part of our strategy to ensure that our curriculum is coherently designed and that essential knowledge is prioritised. Learning about careers and employability is also a key focus running through every subject. We are also passionate about providing pupils with opportunities outside of their usual experiences and environment to build their capital.

Our school brings together children from around the world. They bring with them wide-ranging cultural experiences and this is a great resource for our school. Our pupils speak many different languages. For most of our pupils, developing English language and vocabulary is a high priority in securing their future

success at school and beyond. As a result, language, literature and vocabulary are at the heart of our curriculum and we take every opportunity to broaden our pupils' language skills. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions and tuition to take place.

Within our locality, rates of criminal activity are above average for the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. This academic year we will be further developing our personal, social, health and economic curriculum to ensure our staff are confident, trained and supported to provide the targeted teaching that our school community needs. We will target further spending on additional support, for identified pupils, including: therapeutic sessions, social groups, attendance support, speech and language sessions, SEMH coaching and intervention.

A significant proportion of our children will only be with us for part of their primary education; some will arrive from or leave to a different area of the UK or a different country. Some might arrive and leave more than once and some will have experienced multiple school moves before they join us. Some funding is used to up-skill our teachers so that they are best placed to identify any gaps in pupils' knowledge and adapt teaching to fill these. Some Pupil Premium funding is used to support pupils' induction and some is used to provide additional interventions or tuition to plug the gaps in their learning.

Finally, it must be considered that because of the transient nature of some of our school community some of our most vulnerable and disadvantaged pupils may not be eligible to the ever 6 model for part of all of their school journey. This consideration is applied by school leaders to ensure that decision making around support for our pupils considers our whole school community at all times.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor basic English Language and Communication skills, poor language also impact on poor achievement in the curriculum including maths and reading

2	Low starting points on entry in Early Years but also for children joining us at points other than typical transition times (including pupils from other countries)
3	Attendance lower than national average
4	High percentage of Persistent Absence rates
5	Reduced experiential Learning at home and fewer opportunities for extra curricular activities
6	High mobility resulting in a disjointed incoherent education including periods of missed education
7	Rising number of SEN needs

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1) achieve attainment and progress measures in line with other pupils nationally.
Raised attainment for disadvantaged pupils by the end of KS1.	Disadvantaged pupils at the end of KS1 (who have been at the school consistently since

	Reception) achieve attainment measures in line with other pupils nationally.
Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check.	Y1: (disadvantaged pupils who were in YR) Y2: (disadvantaged pupils who were in YR) Y3: 100%
Children at the end of the early years attain well and are ready for the Year 1 curriculum	Disadvantaged children attain in line with other children nationally: GLD ELG reading ELG writing ELG number ELG PSED
Good attendance for disadvantaged pupils (and reduced rates of persistent absence)	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.
Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests.	All disadvantaged pupils: <ul style="list-style-type: none"> - attend extra-curricular clubs - participate in enhancement activities (inc educational visits, workshops etc) All will also have leadership opportunities during their time at school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost	£ 149,413
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Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TAs to increase effectiveness of small group support in class	EEF diagnostic assessment and recovery EEF research	2, 6, 7
Phonics training for teachers and TAs	EEF research on phonics RWI Case Studies	1, 2, 6, 7
Reading comprehension CPD	DfE guidance on reading EEF research on reading comprehension	1, 2, 6, 7
Monitoring of reading and phonics	EEF research on phonics DfE guidance on reading	1, 2, 6, 7

	EEF research on reading comprehension	
Individualised support for teachers to develop reading and phonics teaching	EEF research on phonics DfE guidance on reading EEF research on reading comprehension	1, 2, 6, 7
Metacognition CPD	EEF research on metacognition	1, 7
Skills Builder curriculum training	EEF research on collaborative learning	1, 2, 6, 7
CPD for teaching staff for pupils' collaborative working	EEF research on collaborative learning EEF research on Peer tutoring	1, 2, 6, 7
Use of Iris to improve effectiveness of teaching	EEF diagnostic assessment and recovery	1, 2, 6, 7
INSET day for early communication (Makaton, EAL learners)	DfE: early language dev	1, 7
CPD to develop questioning skills	Research on the use of effective questioning	1, 7
CPD to develop teachers' use of instruction, dual-coding and evidence to inform practice (Rosenshine)	https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf CPD	1, 2, 6, 7
Non-teaching SENDCo to improve inclusive practice and outcomes for pupils	https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1, 7
Release time for senior and middle leaders to quality assure wider curriculum subjects	EEF Putting evidence to work EEF implementation guidance	1, 2, 6, 7
Regular release time for curriculum leaders to quality assure their subjects	EEF Putting evidence to work EEF implementation guidance	1, 2, 6, 7
Resources to support the teaching of reasoning in mathematics	https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf EEF Mathematical Reasoning (re-grant): DFE Report	1, 2, 6, 7
Use of consultant time to improve the quality of education through curriculum and leadership development	Ofsted EIF research	1, 2, 6, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost	£ 81,912
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Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tuition	EEF research on one to one tuition EEF research on small group tuition	1, 2, 6, 7
Shine (QLA) intervention		1, 2, 6, 7
Reading intervention: - 1:1 reading - lowest 20% groups - phonics TA - phonics TA	EEF research on phonics DfE guidance on reading EEF research on TA interventions	1, 2, 6, 7
Small group teaching for lower attainers (inc NtE)	EEF research on reducing class sizes	1, 2, 6, 7
Speech and language intervention (Chatterbugs)	EEF oral and language intervention EEF, talk of the town	1, 2, 7
Talk Boost intervention (EYFS)	EEF oral and language intervention EEF early language programme	1, 2, 7
PSED intervention (EYFS)	EEF behaviour interventions EEF life skills and enrichment guidance for teachers	5, 6,
Pre and post teaching interventions for all subjects (mostly for NtE and pupils with SEND)	EEF research on TA interventions	1, 2, 7
Subscriptions: WRM TT Rockstars Ruth Miskin Training Power Maths (Pearson) Oxford Owl Leeds Library service Test Base National College	EEF research on phonics DfE guidance on reading EEF Mathematical Reasoning (re-grant): DFE Report EEF diagnostic assessment and recovery EEF Blog on children with SEN needs EEF research on reading comprehension	1, 2, 6, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost	£ 72,590
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops on language, communication and Makaton, ESOL, curriculum specific workshops	Working with parents to support children's learning, EEF	1, 2, 3, 4, 8

Attendance support worker	Working with parents to support children's learning, EEF Attendance interventions, rapid evidence assessment	1, 3, 4
Pastoral leader time and headteacher time to support attendance	DFE, Improving school Attendance Attendance interventions, rapid evidence assessment	1, 3, 4
Pastoral support worker (inc SEMH interventions)	Working with parents to support children's learning, EEF	4, 5
Extra-curricular activities, enhancements (inc educational visits, workshops etc).	EF life skills and enrichment guidance for teachers EEF outdoor adventure learning	4, 5, 6
Cluster services (inc CAMHS, SENIT, REST team, Attendance Improvement Officer, Early Help practitioner, play therapy, Area Inclusion Partnership).	DFE, Improving school Attendance	1, 4, 5, 7
Community Support Translator	Working with parents to support children's learning, EEF	1, 3, 4
Extra curricular Trips	EEF life skills and enrichment guidance for teachers	4,5

Total budgeted cost

Total budgeted cost	£ £303,915
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil premium strategy outcomes		
Summary of objectives	Impact	Lessons learned
<p>PP pupils will continue to achieve as well as or better than their non pp peers</p> <ul style="list-style-type: none"> - PP GLD in line or better than non-pp in Reception - Year 1/2 phonics outcomes - KS1 reading, writing, Science and maths - KS2 Reading, Writing, Maths, Science and combined 	<p>Children are able to access additional support, outside of their usual lessons, when required. This strategy ensured that opportunities to close gaps were available. A schedule was implemented to ensure staff were always fully equipped to deliver intervention.</p> <p>The impact for academic outcome could not be fully analysed because of the shortened school year and lack of statutory and end of year assessment. With this in mind, it will be very important to provide PP with even greater targeted support in following years to ensure gaps in achievement are not increased”.</p> <p>Overall at Nightingale we continue to strive to gain attainment standards closer to national average for all pupils</p>	<p>Support and training from Ruth Miskin training for intervention training was received well by staff as it provided specific skills to support pupils with developing reading. It will be important to maintain and develop this training. It would support staff to explore equivalent training and support in other curriculum areas. Lynda Johnson, Chief Education Officer, has contacted the English Hub at Greetland Academy in Halifax as Jerry Clay hub would not offer funded support to Nightingale</p>
<p>Significantly more parents from disadvantaged families in regular contact with school. More pupils educated about health and seeking medical advice</p>	<p>The school has developed a close link with the local community and the addition of specific allocated time with a bilingual member of staff has helped.</p> <p>During lockdown contact with families was essential. All families were telephoned by a class teacher fortnightly. Identified families with vulnerability were contacted additionally once a week by a member of our family support team. Other identified top tier families were contacted at</p>	<p>The school needs to add capacity to the family support team to provide even more ‘soft contact’ with the community and further improve numbers who are able to attend and access workshops etc.</p>

	<p>least twice a week.</p> <p>Where contact could not be made with identified pupils home visits took place with a member of SLT and/or family support. Families who were abroad were contacted by family support and provided with contact details if they needed further support.</p> <p>To further support families we need to provide even greater access to our family support team and to further increase the capacity in this team - with particular emphasis on language accessibility.</p> <p>Feedback from targeted parents was that more would attend if we could offer a greater range of times for workshops to take place.</p>	
<p>All pupil premium pupils having access to a free school breakfast. All pupils in full, correct and good quality uniform and footwear. Access to school family worker each day</p>	<p>Free Breakfast club was available for all PP pupils to encourage a healthy start to the day and school attendance. Approximately a quarter of our PP numbers (45) would attend our breakfast provision at least once a week.</p> <p>Free Breakfast was available to all pupils in classrooms each morning (including pupils who may be late through provision at school office). We are aware some pupils historically would arrive late and without breakfast and while we would always feed pupils who made us aware this system has provided scope for pupils to not have to contend with the anxiety/worry of stating they have not had breakfast.</p>	<p>We need to further support pupils with provision of good quality PE and school uniform.</p>